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AUTHOR Dean, Peggy
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ABSTRACT

A detailed, schematic teaching outline is presented for a level 1 Spanish language literacy class that meets twice a week for 6 weeks. Each lesson focuses on the alphabet, reviewing vowels, consonants, and articles, and on numbers and mathematics. The outline, all or in part, is to be incorporated into "Lectores de Hoy," a work now in progress. (Adjunct ERIC Clearinghouse on Literacy Education) (JL)

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Spanish Native Language Literacy

Level 1

Classes 1-12

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Prepared by:
Peggy Dean, Consultant
Northwest Educational Cooperative
Dennis Terdy, Project Director
Des Plaines, Illinois

FL 800 158

These materials, all or in part, to be incorporated into Lectores de Hoy, a work now in progress.

Spanish Literacy
Level I
Class 1

Greetings:

- Teacher introduction
- Basic class intro
- Class schedule
- Goal of classes
  Personal introductions: Teacher begins - name, age, origin, family, work, why reading and writing are important to me - each student in turn
- Summary of " Por que es importante leer y escribir..."
- expand to include jobs, personal letters, school information

El alfabeto español (all capitals)

- print alphabet on board in capital letters one by one. Say name of each, have students repeat 2 times.
- give common words with initial sound:e.g., A-ave,-alma. ask students for 2 or 3 other words. Offer first names when possible: e.g., A-Ana, Andres. Some letters are difficult: e.g., rr, n, tell students about this. Give words with letter in middle of these: e.g., -carro, pina. Note: for C and G, use "ci" or "ce", "gi", or "ge". Save the sound change for later. Pre prepare all your examples.
- Say alphabet again (slowly) pointing to each letter
- Alphabet sheet #1. Have students repeat letters and point to them.

** Call some letters out of order, have students point to them on their paper: e.g., B, X, M, C, etc. Teacher points to letter on board after students have had time to try to locate it. Go slowly one by one.

Names (capitals)

On lined paper, have each student print (write) their name. E.g., M A R I A D I A Z. Go through alphabet, have students point out and identify their letters. Have students work in pairs and

identify letters to partner (teacher circulates to assist).

Alphabet writing (page 4)

Have students repeat letter names as they point to letters. Next, ask student to trace each letter and then copy it. Abilities will vary. Teacher circulates, asks names of letters 2 or 3 each student and assists in letter formation. Give extra sheet for homework. (allow 10-15 min. max.)

Math

- Talk about why study math: for home, job, with shopping, etc. Each student offers answers.

- State that for many the math review will be slow but they should be patient. It will be a good foundation.

- Numbers 1 to 10: write on board, identify and repeat, give example or ask class for example.

  Tell stories to set up addition problems.
  "Voy al supermercado y compro 4 naranjas. Regreso a casa y encuentro 3 mas en la cocina. Cuantas naranjas tengo en total?

  Write
  ```
   4
  +3
  ---
   7
  ```

- give each student a story problem

- pass out Number sheet, have students trace and write (check)

- Have students use a piece of lined paper. Tell them that you will read a list of numbers. Ask them to write them as you read each. Slowly say each twice 3,6,4,7,10,8,2,1,9,5. (This checks listening and number recognition.) Have one or students put the numbers on the board to check.

- Repeat alphabet with sheet 1, if time.

Week 1
Class 2

Review

El alfabeto: repeat basic alphabet presentation.

- Write letter, students repeat name, give words for initial sound
- Repeat whole alphabet
- Point to letters, out of order, have students name them.
- Use page 1 alphabet sheet, have students point to letters and say, first time in order, then mixed
- Students print and identify their names.

Vowels

- Explain that 5 letters have important jobs in words.

  A - write vowels on board
  E - say name of each and give words with initial sounds
  I like: AVE, ELOTE, ISLA, OLLA, UNO. Students give
  O additional words.
  U

- Pass out Vowel sheet, pag 2.
- Say names, point to each in order and mixed
- Trace A 3x (do on board, also), write

Consonant - M. Talk about letter and sound

MA * write, repeat, class repeat
ME * point and mix
MI * signal words me and mi, give example, <u>mi</u> casa, <u>me</u> voy
MO * ask for words that have the initial sound
MU * sound out words

MASA MISA MUSA
MESA MOSA MUSICA
MI MAMA ME MIMA

- Have students write syllables and words.

Consonant - S

Do as M. Words: SACO SIMÓN
SAPO SILLA SUMA
SESO SOPA SUPO
SECO SOFÁ

Math

Review 1-10, give 2 to 4 story problems. Present page 1 math. Sumas hasta diez. Have students do sheet and check

- Introduce subtraction of 10 and under using stories. Tell story and then write problem on the board. E.g., Mi hijito tenía 10¢. Después de jugar todo el día le quedaban 6¢. ¿Cuántos centavos perdió?

- Review alphabet, vowels and S, M combinations.

Week II

Class 3

Review

Alphabet: Do review with "food" words to match sounds, if possible.

A - arroz, albondigas
B - bocadillos, bacalao
C - cebolla, cena
CH - chocolate, chicha
D - durazno, dulce

- Use alphabet sheets

Consonant review.

- Review sounds M and S just as in last class. Rewrite words such as

masa Mimi mi
mesa mama se
mima misa Memo

Read, emphasize syllable breakdown ma - sa.

Lower case letters

Aa Write each letter, identify, class repeat.
Bb Talk about differences and similarities.
Cc * note: "b" and "d"

Page 5 Mayusculas 7 Minusculas
Page 6 Las Letras Minusculas

Teacher circulate and ask for identification of 2 or 3 letters.

Consonants P and T

Present as in lesson 2
Use words:

pata Pepe poso
pasa puso piso
peso popa puso

Memo pasa el poso.
Pepe suma el peso.
Mimi pasa el poso a las 2.

T - tapa tuna tío

tipo topo tia
tema Tito todo

Memo toma Pepsi.
Mi mamá toma Coca Cola.
Mi tío toma todo.

Sound out all. Have students read whole and parts. Escribir "a" -- print.

Math

Review "differencias." Use page on "Differencias hasta 10."

- Present numbers 1-20 as in lesson #1.
- Do number dictation
- Do addition to 20 in stories

Review P and T words.

Week II

Class 4

Review

- Lower case letters: put on board. Do as in lesson 3

- Review consonants with sheet 7. Before passing out sheets, do vowels and syllables on board. Make sure that students know what they are writing.

Nombre y Apellido

Pass out pág 8. Explain words. Have students put in their name.

Consonants L and D

Present as in lesson 2.
Use words as

Lola	lomo	listo
lodo	luna	Lila
lado	laso	Lulu
dama	doce	Dora
dime	duda	donde
dedo	don	dado

Dáme su dinero. Díme su apellido.
Lisa me da todo. Dora y Lisa dudan todo.

Articles "el, la, los, las" -- s plural

- List nouns, identify
- Make them plural
- Present articles
- Match articles & nouns
- Check comprehension

mesa(s)
casa(s)
sapo(s
musa(s
lado(s)
topo(s)

- Briefly mention that some words are different

- Words ending in consonants add -es

iman	lápiz	canal	sartén
árbol	agodon	comal	pantalón

Math

- Review addition to 20.

- 3rd math page "Sumas hasta 18"

- Use stories for "Differencias hasta 20"

- Present story and have class figure problem and answer on paper. Check problem formation and answer.

- Review page 7, if time.

Week 3
Class 1 (S)

Review

- Alphabet -- use first names when possible.

  A - Ana, Alberto
  B - Berta, Bernardo, etc.

- Consonants L and D

- Plurals of nouns and definite articles (el, la, ...)

Present

- Consonants N and R -- as before.

- Form sheet (Escribir), introduce all words by writing on board and sounding out before passing out sheets.

- Escribir "pa" -- sound out all syllables and word.

Math

Review:

Sumas hasta 18

- Do sheet Differencias hasta 18

- Present numbers 10-50 on board. Have students copy.

- Ask for next highest number orally 12__(13), 34__(35), 43__(44), etc.

- Dictate a series of 10 numbers. Have students write to check on board.

Week 3

Class 2 (6)

Review

Alphabet: use personal information words from form sheet.
--dictate them to students at seats--have students write them on the board, sound out all to check.

Consonants N and R: review syllables well, use sentences and words from last class

Present

Use Escribir Form B sheet. Have student read top half.

- Ask questions over form.
- ¿Cómo se llama la persona?
- ¿En qué calle vive?
- ¿Vive en casa particular o apartamento?
- ¿En qué ciudad vive Alberto?
- ¿Cuál es su código postal? codigo de area?
- ¿Cuál es su número de teléfono?

Have students fill in bottom section. Ask them to switch papers and ask above questions about the bottom half. Mix questions and go from person to person. 1 or 2 questions each.

Consonants F and B

Present as before. Note: B vs V -- Separate and exaggerate sounds, make lists to contrast:

beso	vs	vaso
boca		vino
baño		vaca
banco		vicuña

Indefinite articles: un, una, unos, unas

Use 6 to 8 nouns to explain. Have students supply changes

Math

- Review 10-50
- Present 50 to 100 on board
- Number sheet
- Number dictation

Week 4

Class 1 (7)

Review

This session is a review of all previous materials. Reuse previous handouts depending on class need!

Alphabet review
Leer y Escribir (7)
Escribir "a"
etc.

- Review all consonants

- Create sentences and read

- Spell a word. Students write, students say word out loud, e.g., M-E-S-A (spell 2x). Students write and read.

- Assist students in both print and script.

- Address needs of group and individuals.

(reserve 1 hr at least)

Review numbers 1 to 100

- Redo number sheet, Numeros 1 a 100

Introduce, explain, play Bingo

- Draw card on board, show diagonal and the other ways to win.
- Students read back numbers to check (no help)
- Students become callers after 4 to 5 games

Week 4

Class 2 (8)

Review:

Personal information: Write the following on the board:

1. Nombre _____
2. Apellido _____
3. Ciudad _____
4. Número de teléfono _____
5. Calle _____
6. Código ZIP _____
7. Estado

Have class read all. Sound out words. Have students copy on lined paper and follow it by their information. Teacher can give own information as example.

Review F and B

Present: consonants C and V

Note -- ca vs ci V vs B
co ce
cu

cosa cesta
copa cita
caso
cuco

- Put emphasis on V and B: voz vivir
veinte vacio
venir vaquero

- Beto vive en Las Vegas.

- Vivo en Chicago.

- Victor viene con varias cosas.

- Berta se va con unas amigas a las 3.

- Carlos vino con veinte pesos.

- Escribir sheet "ba"

Math

- Review 1-100. Sheet "Decenas y unidades." Count by 10's

Week 5

Class 1 (9)

Review

Consonants C, V, F, B, N, R use words and sentences presented in past classes. Have students read words and sentences. Ask students to make a sentence with 3 or 4 words. Start 3 or 4 sentences and have students complete them. E.g.:

Hay unas cosas _____.
El vive _____.
Roberto vino _____.
Mi primo va _____.

Have various students read parts of board work.

Present

Días de la semana. Write on board. Sound out each. Point and have students read.

Hoy es _____. (have students
Mañana es _____. copy
Ayer fue _____. on paper)

Consonants g and ch. Note:

ga vs ge
go gi
gu

consonant sounds.

ganar	gema
goma	gesto
gusto	giro
gato	gitano

Me gustan los coches grandes.
Me gusta la guitara.

- Escribir "ga"

Math

Review 1-100, count by 10's, do exercise asking for next higher number, number dictation, 10 numbers

Review Math sheets:

"Decenas y unidades"

"Centenas, decenas y unidades"

Week 5

Class 2 (10)

Review: días de la semana, sound out, do sentences:

Hoy es _____.
Mañana es _____.
Ayer fue _____.

Consonants - g and ch.

Present

La Semana sheet - do slowly, write difficult words on board and break up to sound out.

Consonants J and H.

Explain H and no sound, list common words with H:

hacer	hay	horno
hablar	hallar	hago
Havana	huir	hada

Create class composition on Actividades, use names of students. Ask for volunteers. Ex.:

Los lunes visito con mis amigos.
etc.

Save sentences and copy to make a handout for next class. If unable to xerox, write it on board at next class.

Go over sentences to insure all understand.

Math

Review:

Numbers 1-1000
Sheet -"Como contar y ordenar"

Week 6

Class 1 (11)

Review

- Consonants J and H
- La Semana sheet: do all class then students in pairs.
- Review sentences made by class in last session

Present

Consonants N and Z.

La familia sheet do slowly

Escribir sheet "ja"

LEER Y ESCRIBIR "g"-"ch"

Math

Review 100-1000

Number dictation 1-1000 (ten items)

Introduce number words "uno a diez": 1 uno
2 dos

Week 6

Class 2 (12)

Review

- Consonants J, H, N, and Z (use 3 words of each and 5 sentences.

- La familia sheet reread and work on vocabulary

Present:

- Consonants Y, RR (Go through words to show difference betwéen r and rr:

caro-carro
cero-cerro
coro-corro
cerrar
corrida

- Mi familia sheet: do vocabulary, read sentences, select answer. Have students read to partner alternating. If students are confused by sentences, suggest that they think of their family

Math

Sheet: "Dolares y centavos"
"Como contrar con multiples con dinero."

END

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